

Childminder report

Inspection date: 15 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with this kind and caring childminder. She offers children comfort and cuddles, encouraging and praising them. This positively supports their emotional well-being and helps them form strong bonds with each other. The childminder knows her children very well. She sets up a range of activities for them to develop their skills and interests. For example, older children delight in playing superheroes with her, dressing up and giggling as they 'fly' around the room. The childminder ensures that younger children are included. For example, she gently lifts a baby up to join in, and they giggle and laugh, clearly having fun together. These activities help develop children's social skills well.

The childminder is patient and calm. She offers children choices about what they want to do. Children enjoy helping her set up paints. The childminder talks with them about what they are painting, supporting their creativity and imagination. The childminder encourages a love of books and songs. Children spontaneously join in with rhymes, developing their language and vocabulary well. Children demonstrate positive attitudes to their play and learning. They remain engaged and motivated when playing outside. The childminder supports them to develop key skills for their next learning stage and, as such, all children make good progress.

What does the early years setting do well and what does it need to do better?

- The childminder is a good role model. She gently reminds children to use good manners and promotes these very well. Children ask politely to leave the table when they have finished their snack. They remind each other to speak quietly when babies are sleeping. This support helps children to develop effective personal and social skills.
- The childminder supports children's understanding of how to keep themselves healthy and safe effectively. For example, she helps children to wash their hands and talks to them about why this is important. She provides children with healthy snacks and drinks. Children listen well to her instructions to keep safe when playing outside, demonstrating good levels of understanding.
- Children benefit from a range of experiences to develop their knowledge and skills. For example, the childminder takes children regularly to a nearby forest school, enhancing their understanding of the outside world. She talks with children about family trips to the zoo, successfully supporting their skills in learning to care for animals and nature.
- Children benefit from activities that are planned to develop their mathematical understanding. For example, the childminder introduces new language such as swirls, hearts and triangles. Children talk about the different colours and shapes, developing their knowledge.
- The childminder follows children's interests well. For example, she immediately

encourages a baby to identify different family members when they show interest in a digital photo frame. She responds straightway to older children's interest in what a barcode is, explaining to them how a scanner works to aid their understanding.

- Children benefit from opportunities to help the childminder. For example, they help shake teabags when the childminder makes a drink. However, although the childminder identifies the need to support children's independence, at times, she is too quick to do things for children that they could attempt themselves. This means that children are not always provided with consistent encouragement to develop their independence skills even further.
- The childminder prioritises children's interest in books and stories. She takes them regularly to the local library and sings songs with children throughout the day. However, at times, the childminder is not always fully effective in helping children to understand how to pronounce words to help support their language development even further.
- The childminder has developed good partnerships with parents and the local authority. The childminder is reflective and evaluative of her service. She accesses good support from the local authority to support her practice. For example, she shares information effectively with parents about their children's time with her. Parents report that their children have made good progress and love attending.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen opportunities for children to do more things for themselves to support further their developing independence skills
- provide consistent opportunities for children to hear clear speech to support their own language skills further.

Setting details

Unique reference number	2720054
Local authority	Kent
Inspection number	10392262
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Tonbridge, Kent. She provides care Monday to Friday, from 8am to 5.30pm, all year round. She offers funded places for families to access their entitlement.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her childcare provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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